**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade:2** | | | **Date(s)**:  **Day 4 of task 1** |
| **Unit Title:**  **Unit 1: Understand Place Value (hundreds, tens, ones)** | | | | **Corresponding Unit Task:**  **Take an inventory of the school supply store by determining how many items are left over from last year. Use skip counting to help you find the total number of each item.** | | |
| **Essential Question(s):**  **How do patterns help me skip count?**  **How do I compose numbers up to 1000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Hundreds board, counters, number lines, Teacher Guided for Counting On from GEMS** | | **Student:**  **Number Line for each student, Math journals, pencils** | | | **Hundreds**  **Tens**  **Ones**  **Twos**  **Skip count**  **Number line** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2.NBT.2: Count within a 1000; skip count by 5’s, 10’s, 100’s.** | | | | | |
| **I Can Statement(s):**  **I can skip count by 10s to 100.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Use teacher tube to show students the video of counting by 5s, 10s, and 2s. <http://www.teachertube.com/viewVideo.php?video_id=160936&title=One_Hundred> | | | | | |
| **Teacher Directed:**  Using a number line from 12 - 40 the teacher will plot increments of ten beginning with 12 to 40. The teacher will model skip counting aloud as they plot the increments of 10. The teacher will draw or display tens blocks above the plotted numbers on the number line for the students to count. The students will then find the corresponding tens on the number line.  \*\* Use the Teacher Guide for Counting On Using Base –Ten Blocks and Number Lines from GEMS as a reference. | | | | | |
| **Guided Practice:**  Students will create a number line starting at 46 and ending at 80 with increments of 10 following the teacher’s directions. As a whole group fill in the number line with the correct numbers and pictures of the base ten blocks. | | | | | |
| **Independent Practice:**  Students will create a number line in their math journal starting at 75 and ending with 120 counting by 10s. Students will draw base ten blocks that match their number line. | | | | | |
| **Closing/Summarizing Strategy:**  Students will share their work in their groups and the teacher will call a couple of students to the front to share their thinking. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Skip count by 10s on a number line with numbers greater than 100. | | | * Have students use a 100s board to review skip counting by 10’s so the students have a visual of all the numbers. | | | * Have beans/beads or small objects for students to count and groups in 10. |
| **Assessment(s):**  Teacher will monitor independent practice and check student understanding in their math journal. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |